

# LATIN NOTES

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## CORDELIA

### A Play for the Junior High School

by

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## PERSONAE

CORDELIA, puella Romana	MAXIMIA, mulier Romana
IUNIA, amica CORDELIAE	NONIA, mulier Romana
FLORIA, mater CORDELIAE	PAPIRIA, mulier Romana
VOX DEMETRIAE, amica Floriae	

Locus: Romae, in via. In sinistra parte, domus Floriae; in dextra parte, domus Iuniae.

[E porta domus Iuniae procedunt Cordelia et Iunia.  
Puppas habent.]

*Cordelia.* [Puppam suam in viam iacit.] Puppas odi!

*Iunia.* Cordelia!

*Cordelia.* Stultae sunt—ut puellae omnes!

*Iunia.* Sed tu puella es.

*Cordelia.* Id scio! Ego ipsa puella sum; me ipsam odi.  
Puellas omnes odi.

*Iunia.* Sed cur?

*Cordelia.* Puer esse cupio.

*Iunia.* Sed puer esse non potes!

*Cordelia.* Stulta! Id scio. Et propterea me interficiam!

*Iunia.* Au!

*Vox Floriae.* [In sinistra parte] Cordelia!

*Cordelia.* S—st! Quid audio?

*Vox Floriae.* Cordelia! Ubi es?

*Cordelia.* Iunia! Mene audis? Si quid meae matri nuntiabis de eis quae dixi—te, eodem tempore quo me, interficiam!

*Iunia.* Au—au!

*Cordelia.* S—st! [Magna voce] Adsum!

[Domo excedit Floria. Togam portat.]

*Floria.* Cordelia! Mala puella es. Cur mihi non respondisti?

*Cordelia.* A—er—Iunia aegrotabat.

*Floria.* Oh! Graviterne?

*Iunia.* Val—

*Cordelia.* S—st! Nunc valet. Cur me vocavisti?

*Floria.* Ubi est frater tuus?

*Cordelia.* Id non scio.

*Floria.* Haec est toga eius. Ubi domo excessit, eam reliquit.  
Nunc necesse est mihi in Forum discedere, tibi hic fratrem expectare, et ei togam dare.

*Cordelia.* Ah!

*Floria.* Quid dicis?

*Cordelia.* Dixi—

*Floria.* Et quid est hoc? Puppam tuam novam in via video? Puella pessima!

*Vox Demetriae.* [In dextra parte] Floria! Esne parata?

*Floria.* Oh! Demetria adest! Parata sum, Demetria!  
*Cordelia!* Mene audis? Oportet te puellam bonam esse—aut poena maxima erit! Diu non abero. Venio, Demetria.

[In dextram partem excedit Floria.]

*Cordelia.* Haec est fortuna puellae—remanere et expectare.  
Bah! Et pueris licet in omnia loca discedere; agere omnia quae cupiunt! Vita puellae gravissima est.  
[Togam et puppam in viam iacit.]

*Iunia.* Sed, Cordelia—

*Cordelia.* Non audio. Me interficiam.

*Iunia.* Sed, Cordelia! Audivi de mulieribus quae omnia agebant quae viri!

*Cordelia.* Certene?

*Iunia.* Certe! Amazones erant. Reginam habebant, et cum viris pugnabant!

*Cordelia.* Ego Amazon ero! Togam geram! Viros, non me, interficiam! Nonne tu Amazon esse cupis?

*Iunia.* Non cupio!

*Cordelia.* Ego regina, et tu alia Amazon! Bene erit!

*Iunia.* Sed togas duas non habemus.

*Cordelia.* Oh! Verum dicis. Sed ego Amazon ero! Hoc ipso tempore incipiam! Ubi est ea toga?

*Iunia.* Adest.

*Cordelia.* Magna est! Partem in capite tenebo—tum non cognita ero. Nunc potesne caput meum videre?

*Iunia.* Non possum. Sed ubi discedis?

*Cordelia.* Longe! Tibi licet puppam meam habere. Discedo, ut Amazon sim!

[In sinistram partem incipit discedere.]

*Iunia.* Sed, Cordelia!

*Cordelia.* Nonne puer pulcher sum?

[E dextra parte appropinquat Maximia.]

*Maximia.* Heia! Ipse est! Ho! Nonia! Papiria! Puer malus solus adest! Eum habemus!

[E dextra parte appropinquant Nonia et Papiria.]

*Nonia.* Ubi est?

*Papiria.* Bene factum!

*Maximia, Nonia, Papiria.* Heia!

[In Cordeliam se iaciunt.]

*Iunia.* Oh! [Domum celeriter se recipit.]

*Cordelia.* Quid?—

*Papiria.* Aha, puer! Nunc te habemus!

*Nonia.* Heia! Togam suam circum caput circumdedi et fixi! Nunc amicos vocare non potest!

*Maximia.* Et ego togam hic circumdedi et fixi! Nunc manus movere non potest!

*Papiria.* Et ego togam hic circumdedi et fixi! Pedibus procedere non potest!

*Maximia.* Bene est! Nunc quid agemus, amicae meae?

*Cordelia.* A—a—a—

*Maximia.* Auditisne? Contendit amicos vocare—sed non potest!

*Nonia.* Puer pessimus urbis est!

*Maximia et Papiria.* Certe pessimus!

*Papiria.* Oportet poenam maximam esse—cum filio meo semper pugnare—et filium meum vincit!

*Nonia et Maximia.* Et meum!

*Maximia.* Et saxa iacit! Non cupio meum filium saxa iacere!

*Nonia.* Et ad flumen appropinquat! Non cupio meum filium ad flumen appropinquare!

*Maximia.* Multos dies iam cupio eum praetori tradere.

*Papiria.* Et nunc in nostra potestate est!

*Maximia.* Heia! Quid agit nunc puer?

*Nonia.* Se movet!

*Maximia.* Contendit discedere!

*Omnes.* Heia! [Se in Cordeliam iaciunt. Cordelia pedibus cum eis pugnat.]  
*Nonia.* Au! Pugnare certe potest!  
*Papiria.* Au! Vulnerata sum! [Pugnant. De capite, manibus, pedibus Cordeliae toga removetur].  
*Cordelia.* [Magna voce] Mater!  
*Nonia.* Oh! Puer non est! [Omnes se recipiunt.]  
*Cordelia.* Mater! Mater! [Togam in via relinquit. Domum properat.]  
*Maximia.* Sed toga illa! Eam cognovi!  
*Papiria.* Tu, Maximia, tu nos in hunc locum convocavisti!  
*Nonia.* Tu prima te in puellam iecisti!  
*Maximia.* Sed—  
*Papiria.* Amicae! Mater puellae aderit—!  
*Nonia.* Nos praetori tradet!  
*Omnes.* Oh! [In sinistram partem excedunt.]  
*Voces earum.* [In sinistra parte] Tu, Maximia, tu—Si poena erit, erit tibi!  
 [Domo excedit Iunia. Togam e via capit et ad portam domus Floriae appropinquat.]  
*Iunia.* Cordelia!  
*Vox Cordeliae.* Mater! Mater!  
*Iunia.* Cordelia! Iunia sum, et togam tuam teneo! Illae absunt.  
 [Cordelia domo excedit.]  
*Cordelia.* Tu—bona amica es! Me reliquisti!  
*Iunia.* Sed ego Amazon esse non cupiebam!  
*Cordelia.* Si quid de Amazonibus aut de pueris mihi dices, te interficiam! Puella sum. Ubi est puppa mea?  
*Iunia.* In via, ubi eam iecisti! Eam obtinebo.  
*Vox Demetriae.* Valeas, Floria.  
*Cordelia.* Mater adest!  
*Vox Floriae.* Valeas. [E dextra parte venit Floria.]  
*Floria.* Cordelia!  
*Cordelia.* Adsum, mater mea. Diu aberas!  
*Floria.* Erasne bona puella?  
*Cordelia.* Optima. Sed frater domum non venit.  
*Floria.* Domum procedemus et eum expectabimus. Diu non aberit. Bonus puer est.  
*Cordelia.* Optimus Romanorum! [Domum procedit Floria.]  
 Iunia! Puppam meam cupio! Et si quid dices—  
*Iunia.* Oh! [Domum fugit.]  
*Vox Floriae.* Cordelia!  
*Cordelia.* Venio! [Domum procedit.]

#### IMPORTANT NOTICE

The activities of the Service Bureau for Classical Teachers will close the first week in June. They will be resumed the twenty-sixth of September.

#### THE NEEDIEST CASE

The Service Bureau needs funds for printing. Several contributions have already been received, one for fifty dollars, another for five, and three for smaller amounts.

#### TRAINING COURSES FOR LATIN TEACHERS —SOME QUERIES

It is obvious that there should be a marked difference both in content and method between courses given for college seniors who are preparing to teach Latin and for summer session classes which for the most part are made up of teachers of more or less experience. The following questions are designed to be suggestive only and to provoke discussion as to the character of the two types of courses.

1. Should the course be concerned primarily with increasing the student's knowledge of Latin? (This implies a college course whose content is not conditioned except in a general way by the needs of the high school class room.)
2. Should it be concerned primarily with instruction as to how to use to the best advantage the knowledge which the student already has?

3. Should it contain a review of the content of high school Latin?
4. Should it be concerned not only with a review of the content of high school Latin but with an enrichment of the student's background by:
  - (1) Wider reading in the authors commonly read in high school
  - (2) A more exhaustive study of forms, syntax, prose composition, word study, etc., as a background for the teaching of these subjects in high school
  - (3) A more intensive study of Roman life, Roman history, the lives of Caesar and Cicero, military antiquities, classical mythology, etc., as dictated by the needs of the class room
5. Should it contain instruction as to how to organize the various parts of the content (vocabulary, syntax, forms, reading material, and background work) for immediate teaching ends?
6. Should it afford special instruction in ways of organizing the material in the first year texts, that is, should it assist the student in deciding as to what points should be omitted, what words in the vocabulary should be taught intensively, how the wording of certain rules may be changed in the interests of clarity, how additional reading material may be incorporated, etc.?
7. Should it contain instruction as to how to select and arrange material for work to be done by private initiative on the part of certain pupils, and how to direct such activities?
8. Should it allow the student time to prepare for later use a certain amount of concrete material such as outlines, topic cards, lists of English derivatives, a Roman story scrapbook, illustrations showing the connection of Latin with various sides of life, etc.?
9. Should it contain a study of desirable equipment in the ways of maps, pictures, lantern slides, books for background work, Latin songs, games, etc., with information as to prices and sources from which such material may be obtained?
10. Should it acquaint the student with the many textbooks at hand and point out certain principles which should lie at the basis of selection?
11. Should it acquaint the student with such ways of interesting Latin pupils and the school in general as Classical Clubs, Latin plays, publication of a Latin bulletin, etc.?
12. Should it give instruction as to general principles at the basis of effective teaching (including class room management) as well as to those peculiarly applicable to the teaching of Latin?
13. Should it furnish suggestions as to ways of teaching various parts of the content, namely, translation, vocabulary, forms, syntax, writing of Latin, and background work?
14. Should it not only furnish instruction as to methods of teaching the points mentioned above, but also afford some opportunity for practice either in the training class or in a practice high school?
  - (1) In case the practice work is done in high school, should it be carried on
    - a. With the instructor of the training course in charge of the high school class?



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She began  
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- b. With an experienced teacher other than the instructor of the training class in charge?
- c. With the student in sole charge?
- (2) How many periods of such practice work are desirable in a one-semester course? In a two-semester course?
15. Should it afford opportunities for observation of the work of a skillful teacher in addition to or apart from the practice work?
16. Should it contain a study of the objectives commonly ascribed to the study of Latin in the high school?
17. Should it acquaint the student with the character of the course or courses in Latin as found in the secondary schools of the country?
18. Should it make a study of these courses with a view to determining whether they are so organized as to make the attainment of objectives reasonably sure?
19. Should it be concerned with constructive suggestions both for the changing of the course or courses (in case they are producing unsatisfactory results at present) and for the organization of new types?
20. Should it include a discussion of certain factors which are of importance in considering what type or types of courses are the best suited for the schools of today—such, for example, as
  - (1) School conditions (in so far as they affect the results of the teacher's work)
  - (2) College entrance requirements
  - (3) State requirements
  - (4) The fact that comparatively few pupils stay in school beyond the second year
  - (5) The vocational trend in education
  - (6) The increasing prominence of the Junior High School
21. Should it acquaint the student with important movements in the educational world and with professional literature dealing with them?
22. Should it make the student familiar with professional literature bearing upon the teaching of Latin and interests of Latin in general, especially such significant movements as the Classical Survey?
23. Should it aim to develop a professional attitude in the student's mind so that she will form the habit of looking at Latin from a wider angle than her own class room?
24. Should the instructor in a course for college seniors stand by the teacher for the first two years at least? That is, should he be ready to render advice and assistance through correspondence and, if possible, by personal visits to the class room?
25. Should provision be made (particularly in a summer course) for meeting varying needs of individual teachers? e. g., should persons be allowed to work intensively along certain lines which would be distinctly unprofitable for the class as a whole?

Mr. R. T. Wyckoff, of the Department of Latin, High School, Girard, Illinois, has compiled a list of the classical associations of the country together with the approximate dates of meetings and the names of important officers. This information will be invaluable to the Service Bureau.

## THE PRIME OBJECTIVE OF THE TEACHING OF LATIN—SOME OPINIONS

"I do not want anyone to teach Latin who is not teaching it for the sake of Latin and not for any by-products, whether the end is realizable or unrealizable."

"Latin should not be taught for Latin's sake but rather as an instrument for education. The *real* thing is what the Latin language and literature contain—the best material for education, in the judgment of the Latin teacher."

"Latin should be taught for power."

"Four centuries ago it was 'Latin for Latin'. Our boys and girls are not living in that age. They need 'Latin for language'. And if they find that Latin is for that, and it gives them that, many more than now will want Cicero and Vergil, and Cicero and Vergil will be worth their while."

Comment: The editor feels sure that many teachers will welcome a clarification in terms of concrete procedure in the Latin class room of the above general statements. None of them are new. But it is for this very reason that in common with other slogans which have been repeated so often that no one any longer stops to think of what they really mean, they need to be interpreted occasionally in the light of present facts. Whatever may result from the Classical Survey, the chances are that the Latin teacher will have her hands full. Just how great will be her relief from a clearer vision of the end she should set up as being of prime importance for the Latin pupil in the secondary schools of a democracy and for the attainment of which she is to be held responsible, only one who has been in the trenches can even faintly understand.

## THOSE PRECIOUS FIRST FEW MINUTES

It is my good luck to meet my most advanced class—a Cicero class—immediately after lunch, so that I can be in the room—possibly at slight expense to my digestion—a few minutes before they arrive. This is such a rare opportunity that I spent considerable thought in the endeavor to make the most of it. Of late I have written on the board just under the assignment a simple prose sentence illustrating the last important rule studied—at present it concerns conditional sentences. As the students come in, some, of course, much earlier than others, since they come from various parts of the building, each seizes a slip of paper, writes out the sentence as quickly as he can. Meanwhile, I have been covering the boards with assignments in forms, review translation, and occasionally easy sight work. As the students finish and hand in the prose they go to the boards. To "get a board" seems a coveted honor; for the pupils are never late to this class and waste no time in doing their prose. They work so snappily that frequently when the last bell sounds—the formal beginning of the period—all except a possibly delayed pupil have handed in the prose, from six to ten questions on inflection have been answered on the board, and the greater part of the previous day's translation has also been written out. The last pupil to hand in the prose writes his version on the board. I quickly correct it. A proficient pupil takes the papers to check merely for the main grammatical point before the next recitation, returning to me the papers of certain pupils for detailed correction. The other boards are rapidly reviewed and marked. Thus a large part of the period is preserved for preparation of the next assignment, the actual translation for the day, and an enormous amount of supplementary information and discussion, without which Cicero is but dry bones.

—Eastern District High School, New York,  
High Points Bulletin, Feb. 1924.

### MISCELLANEOUS ITEMS

An interesting collection of Latin mottoes of states, countries, colleges, and societies, has been made by Mr. R. T. Wyckoff. This is now in printed form and may be secured from the author for 25 cents. (Address, Bloomington, Indiana, R. F. D. No. 5, Box 154.)

LATIN NOTES Supplements I, II, and III are now in printed form and may be obtained for 10 cents each. They are entitled "English Pronunciation of Proper Names in the First Six Books of the Aeneid," "Vergilian Allusions in English Literature—A Convenient List for the Latin Teacher's Desk," and "A Bibliography for the Study of Vergil." The latter has been prepared by Professor Nelson G. McCrea of Columbia University.

In a review of Henry Neumann's *Education for Moral Growth* in the *New York High Points Bulletin* for March, 1924, Miss Jessie Wallace Hughan of the George Washington High School writes: "Last of all:—'Let us not be timorous about addressing the loftiest levels to which youth can ascend. . . . The story is told that a certain class once objected: 'Professor, this course is above our heads.' 'I know it,' was the quiet reply, 'I am directing it where your heads ought to be.'"

### INTERESTING STATISTICS

Latin is a one-year course for 31 pupils out of every 100 who are studying the subject in the secondary schools, a two-year course for 38, a three-year course for 17, and a four-year course for 14. Of these 14 scarcely 5 may be expected to continue Latin in college.

Out of the 22,500 teachers of the classics in the secondary schools, 25% have not studied Latin beyond the high school.

Eighty-three percent of the 20,500 secondary schools offer some foreign language; of these 94% offer Latin.

### COMMENTS FROM TEACHERS

Some one has said that "the primary function of translation is the development of the power of thinking and of expression through the process of translation into adequate English of a thought *already comprehended in Latin*." It is my opinion that nine-tenths of the poor English in the Latin class room is the result of calling for the translation of a passage before the thought is clear in the mind of the pupil.

Why should translation be the sole or even the chief means of testing the pupil's comprehension of a Latin passage? Are there not other ways of finding out whether the pupil has grasped the meaning? Would not the "translation" of a single page or paragraph into adequate English be of more value to the pupil in increasing his power to speak and write correctly and to appreciate good literature than many pages done into "translation English?"

Should prescribed reading in English precede the detailed study of Latin selections dealing with particular events and periods? For example, would the Cicero pupil profit from a week's reading in English sources on the history of the period with which Cicero's orations are concerned?

If we make the work of the fourth year such as to require a much greater amount of the pupil's time than he gives to his other subjects, no one elects Vergil except a few persons who must take it for college entrance. We are therefore forced to steer between Scylla and Charybdis in planning our work if we want any considerable number of pupils to continue Latin beyond the third year. If we had more time, we could perhaps

solve our problem, at least to some extent, by outside work with those who are looking forward to taking college entrance examinations.

I wonder if teachers realize the possibilities in a Latin paper. In the larger high schools with their many activities, a Latin Club is not feasible. But a Latin paper can do a great deal for the department.

### SUBSCRIBERS TO LATIN NOTES CLASSIFIED BY STATES

(Data based on records up to May 1, 1924)

Alabama.....	17	Nevada.....	0
Arizona.....	7	New Hampshire.....	7
Arkansas.....	6	New Jersey.....	36
California.....	39	New Mexico.....	2
Colorado.....	11	New York.....	100
Connecticut.....	29	North Carolina.....	11
Delaware.....	16	North Dakota.....	4
District of Columbia.....	25	Ohio.....	109
Florida.....	5	Oklahoma.....	5
Georgia.....	9	Oregon.....	5
Idaho.....	2	Pennsylvania.....	85
Illinois.....	87	Rhode Island.....	13
Indiana.....	50	South Carolina.....	1
Iowa.....	32	South Dakota.....	5
Kansas.....	42	Tennessee.....	15
Kentucky.....	39	Texas.....	66
Louisiana.....	4	Utah.....	3
Maine.....	13	Vermont.....	1
Maryland.....	17	Virginia.....	9
Massachusetts.....	60	Washington.....	7
Michigan.....	28	West Virginia.....	1
Minnesota.....	14	Wisconsin.....	37
Mississippi.....	8	Wyoming.....	2
Missouri.....	20	Canada.....	2
Montana.....	0		
Nebraska.....	11	Total	1107

As regards requests for Outlines from the Service Bureau beginning with Dec. 15 and continuing up to April 8, the following five states (arranged in order of precedence) are in the lead: Pennsylvania, Illinois, Massachusetts, Ohio, and Indiana. Based upon the number of letters asking for information or material other than the Outlines or Package Libraries, the list reads as follows: Pennsylvania, Illinois, Ohio, Texas, New York. Eight out of the 48 states do not appear in either list although the same ones are not lacking in both cases.

### CICERO—A QUOTATION

"Cicero died like a Roman, and by so doing atoned for many littlenesses: vanity, conceit, ultra-sensitiveness, exhibitions of physical timidity, bordering on physical cowardice; if atonement is asked for such things from one whose purity of life and high moral standards in all personal dealings combine to make of him a shining exception among the men of his day.

Cicero failed in the one consuming desire of his life, to see a free state established at Rome and to be not its ruler but a participator in its benefits and a sharer in the glory of its success. He had many gifts of the statesman, but Mommsen says he lacked courage and 'on those who lack courage, the gods lavish every favor and every gift in vain.' His hero, Caesar, had courage and he destroyed the Republic."

—M. S. Slaughter, *Cicero and His Critics*  
*Classical Journal*, Dec. 1921

In answer to letters recently sent to 48 state departments of education in an attempt to determine the attitude toward the study of Latin in the secondary schools, 24 superintendents stated that they were distinctly friendly, 15 said that they were sympathetic, while 7 expressed themselves as being neutral.



